

Supporting Struggling Students to Meet the Common Core State Standards in English Language Arts Breakout Session

Diane August, PhD

American Institutes for Research

Center for **ENGLISH**
LANGUAGE Learners

at American Institutes for Research ■



Not to be used without prior permission

© 2014 Center for English Language Learners – American Institutes for Research

© 2014 Language Learning Matters, LLC

- Keynote Address (recap)
- Breakout Session Activities
 - Presenter explains and demonstrates an instructional method using one section of *The Voice That Challenged a Nation*.
 - Conference participants apply the demonstrated instructional method to another section of the text.
- Breakout Session Topics
 - Enhancing background knowledge
 - Acquiring vocabulary
 - Reading for key ideas and details

Overview of Presentation

Text

The Voice That Challenged a Nation



The Voice That Challenged a Nation by Russell Freedman (2004)

See pp. 3–4 of handout for the text.



ENHANCING BACKGROUND KNOWLEDGE

- Determine the background knowledge required:
 - Background knowledge should provide cultural, historical, chronological, or spatial context for the text.
 - Not all texts require the development of background knowledge.
- Methods for developing background knowledge:
 - Draw information from a variety of sources.
 - Create or adapt existing resources, as necessary.
 - Be as brief as possible.
 - Background knowledge should not summarize, replace, or reveal the meaning of the target text.
- Scaffold the content (in the background pieces) to make it comprehensible.

Enhancing Background Knowledge

Provide Students with an Interactive Reading

Civil Rights in the United States

African Americans—people whose **ancestors** came from Africa—have not always had the same rights, or freedoms as everyone else. Before 1863, many African Americans were **slaves**. In 1863, President Abraham Lincoln signed the Emancipation **Proclamation**, which freed the slaves.

However, many White people found ways to **discriminate** against African Americans. They **banned** or **barred** African Americans from using the same schools and **public** places. African Americans could not serve on **juries** and they were often prevented, or stopped from voting. They did not receive fair treatment under the law, or the **justice** that all people should receive, or get according to the United States **Constitution**. In 1964, the United States passed the **Civil Rights** Act. The Civil Rights Act made it **illegal** to discriminate against people.

ancestor –family from a long time ago

slave –when someone owns another person

proclamation –a public announcement

discriminate –treat someone badly because of their race

ban/bar –to make a rule against something

public –something that is open to everyone

jury –a group of people who decides if someone did something wrong

justice –fairness

Constitution –laws of a country

civil rights –basic freedoms

illegal –against the law

Enhancing Background Knowledge

Provide Students with an Interactive Reading

What does it mean if a person is African American?

It means their ancestors came from Africa.

Which president banned slavery with the Emancipation Proclamation?

President Abraham Lincoln banned slavery.

How were African Americans treated badly or differently?

African Americans could not serve on juries and could not study at the same schools. They were prevented from voting.

Enhancing Background Knowledge

Help Students Infer Background Knowledge from Anchor Text

- It is possible to guide students to infer background information in some texts.
- Determine a guiding background question.
- Identify several sentences in the text from which students could infer the answer to the guiding question.
- Present the sentences to students and lead a discussion about the guiding question.
- Scaffold the content (that is, provide glossaries for difficult words and sentence frames or starters) to make it comprehensible.

Enhancing Background Knowledge

Provide a Guiding Question and Details from the Text

Guiding Question: How were African Americans treated in the United States during the first part of the 20th century?

The Voice That Challenged a Nation

- They had come to demonstrate their support for **racial justice** in the nation's capital.
- But because she was an **African American**, she had been **denied** the right to sing at Constitution Hall.
- The Daughters of the American Revolution, the patriotic organization that owned Constitution Hall, had **ruled** several years earlier that black artists would not be **permitted** to **appear** there.
- News of the DAR's ban had caused an angry **controversy** and set the stage for a historic event in the **struggle** for **civil rights**.

racial – related to a person's race, or what they look like

justice – fairness

African American – someone whose ancestors came from Africa

deny – not allow something

rule – decide what is allowed

permit – allow

appear – come in front of the public

controversy – public disagreement

struggle – fight

civil rights – basic freedoms

Enhancing Background Knowledge

Guiding Question: How were African Americans treated in the United States during the first part of the 20th century?

African Americans (were/were not) were not treated the same as other people during the time described in the book. I know this because it says someone was denied the right to sing because she was an African American. It says that black people were not allowed to appear at Constitution Hall. Many people were angry about this, and they wanted to support racial justice.

Enhancing Background Knowledge

1. Turn to **page 5** of your handout.
2. Work with a partner to describe any additional background knowledge that might be important for understanding the passage.
3. Identify methods for teaching it.
4. Share.

ACTIVITY 1: Enhancing Background Knowledge

- The Mall / Lincoln Memorial in Washington, DC [photo/map]

Students will get a better sense of the huge crowd if they can see an image and map of the area in which people gathered.

- The United States Civil Rights movement [short video]

It is important for students to understand the historical context of Marian Anderson's concert and the beginnings of the United States Civil Rights movement.

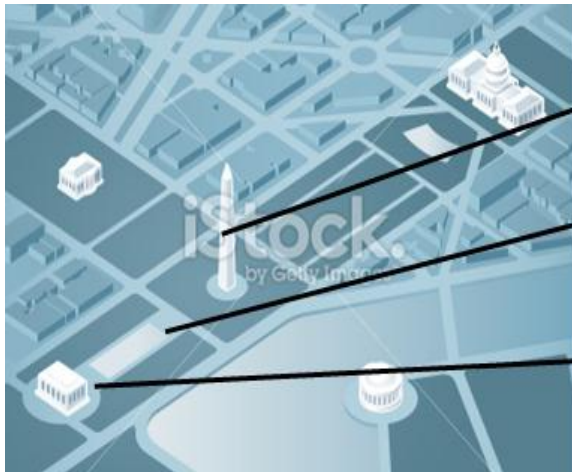
EXAMPLE: Enhancing Background Knowledge

The National Mall

Below is a picture of part of the National Mall park in Washington, DC, the capital of the United States. There is also a map and an image of some **landmarks** around the National Mall. The tallest building is the Washington Monument. The rectangular building is the Lincoln Memorial and the pool is the reflecting pool. Work with a partner to label these buildings on the map and the image using the underlined words.

Next, see if you can recognize any of these landmarks during the short video clip of the famous singer Marion Anderson.

landmark – a historic building



EXAMPLE: Enhancing Background Knowledge



ACQUIRING VOCABULARY

Anchor Standards

R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Acquiring Vocabulary

During this component, students acquire vocabulary needed to understand the text. However, vocabulary acquisition occurs during most components.

Component	Vocabulary Acquisition
Pre-assess comprehension	Students answer questions about vocabulary.
Enhance background knowledge	Teach vocabulary related to background.
Acquire vocabulary	Preteach words and phrases that are central to understanding the text. Use ESOL techniques. Students apply word learning strategies
Read for key ideas and details	Students use glossaries to look up new words.
Annotate for key ideas and details	Students identify words they still don't know.
Revisit the text for craft and structure	Teach vocabulary related to craft and structure.
Develop language	Teach vocabulary related to language standards and word learning strategies.

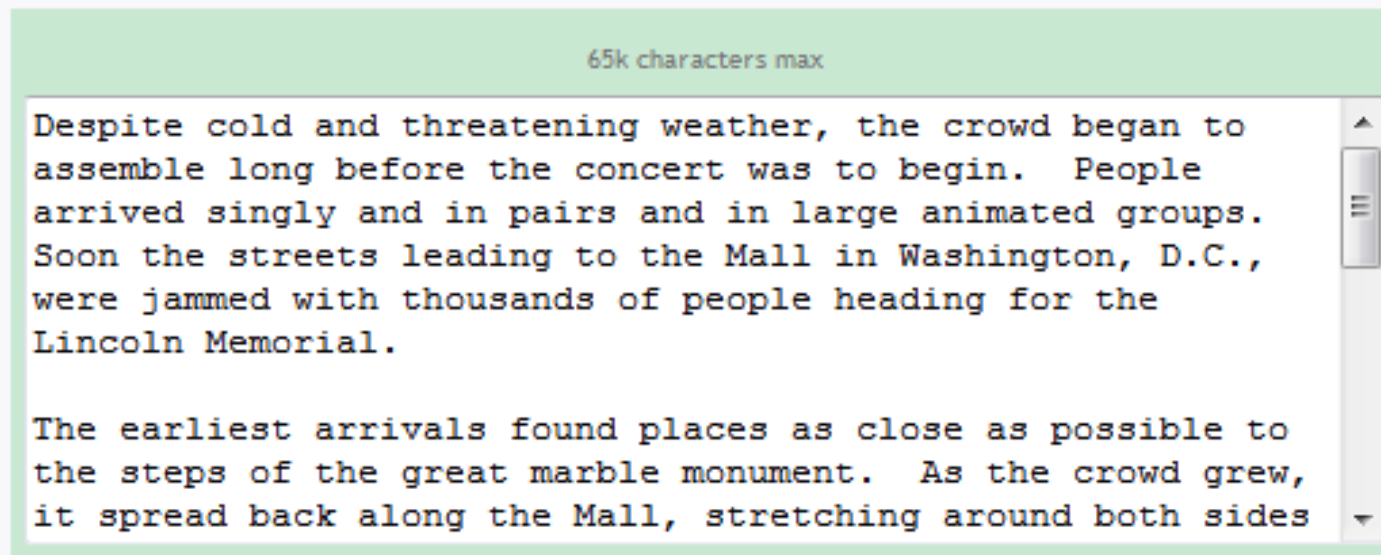
Acquiring Vocabulary

Select Vocabulary

- Importance to Text
 - Select words that will be critical for answering text-dependent questions.
- Frequency
 - Use tools like the Word Sift or the Academic Word List Highlighter to select frequently encountered English words.
- Conceptual Complexity
 - Select and preteach words that are abstract, difficult to show as images, and/or have a high degree of relatedness.

Acquiring Vocabulary

Word Sift

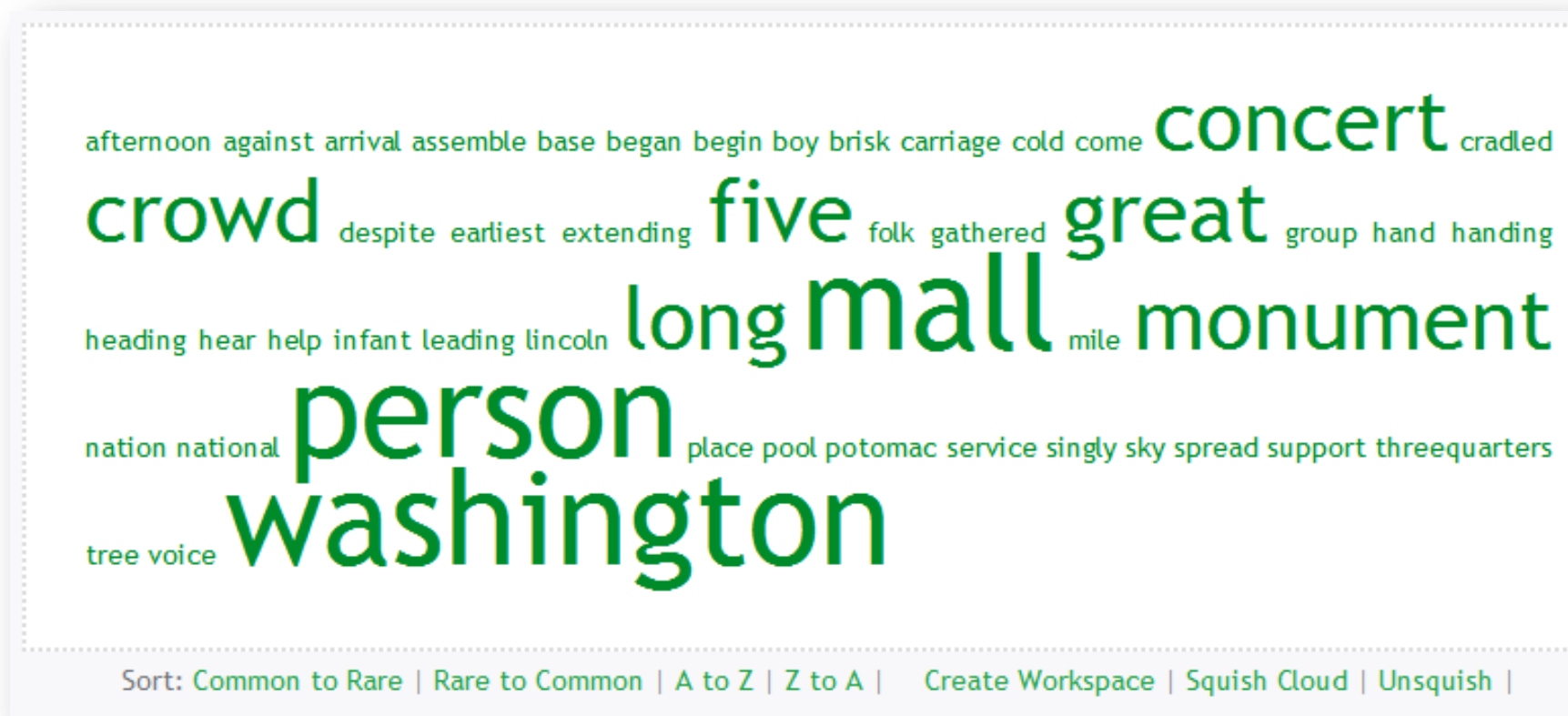


Sample Text: [King's Legacy](#) | [Darwin and evolution](#) | ['I Have a Dream' speech](#)



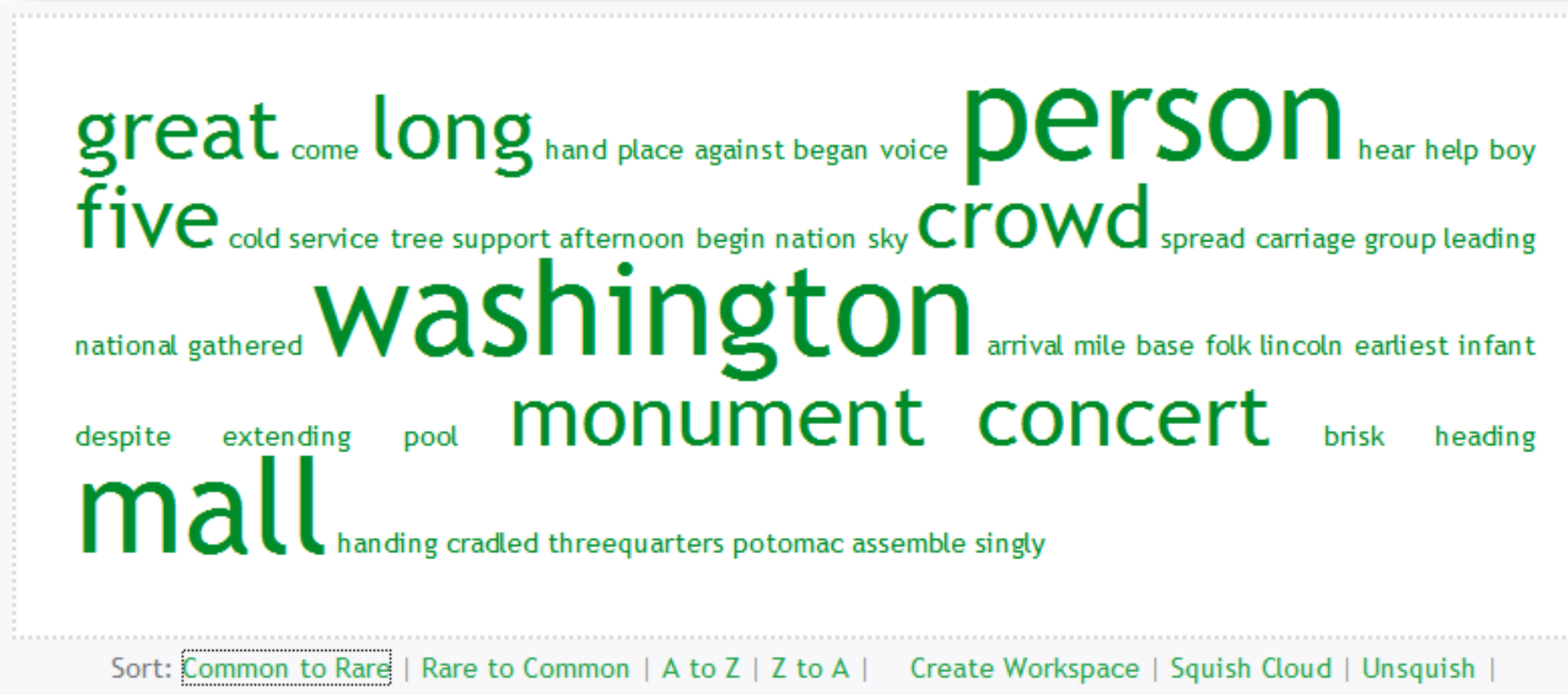
Vocabulary: Additional Support for ELLs

Word Sift: Default Results



Vocabulary: Additional Support for ELLs

Word Sift: Common to Rare Words



Vocabulary: Additional Support for ELLs

Word Sift: General Service List

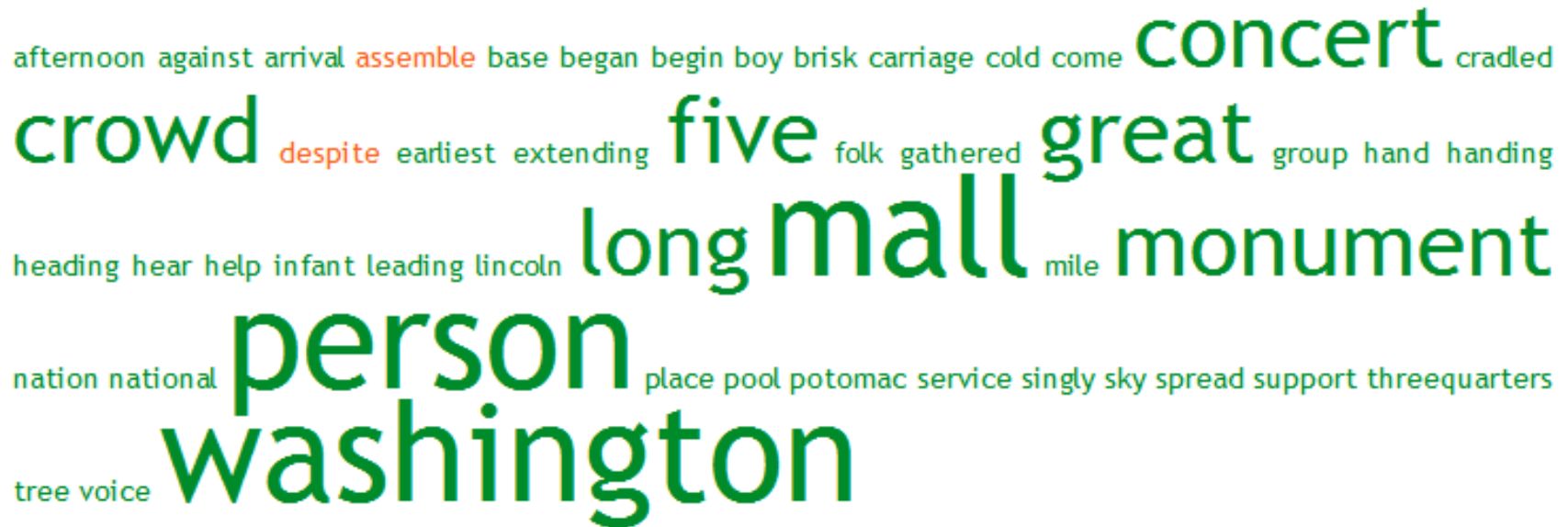
afternoon against arrival assemble base began begin boy brisk carriage cold come **concert** cradled
crowd despite earliest extending **five** folk gathered **great** group hand handing
heading hear help infant leading lincoln **long** **mall** mile **monument**
nation national **person** place pool potomac service singly sky spread support threequarters
tree voice **washington**

Sort: Common to Rare | Rare to Common | A to Z | Z to A | Create Workspace | Squish Cloud | Unsquish |

Mark: ☐ GSL | AWL | Lang. Arts | Science | Math | Social Studies | Custom | Unmark |

Vocabulary: Additional Support for ELLs

Word Sift: Academic Word List

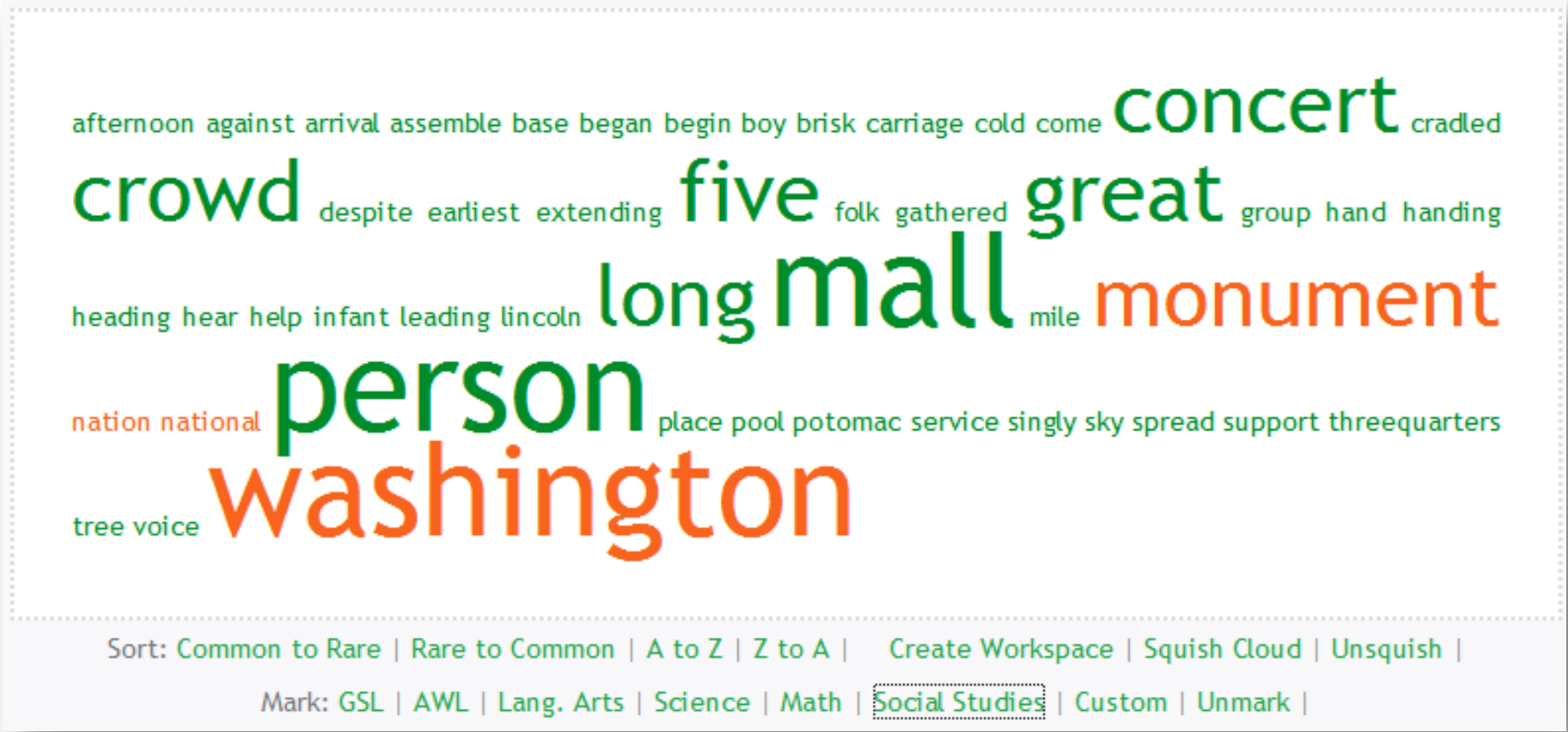


Sort: [Common to Rare](#) | [Rare to Common](#) | [A to Z](#) | [Z to A](#) | [Create Workspace](#) | [Squish Cloud](#) | [Unsquish](#) |

Mark: [GSL](#) | [AWL](#) | [Lang. Arts](#) | [Science](#) | [Math](#) | [Social Studies](#) | [Custom](#) | [Unmark](#)

Vocabulary: Additional Support for ELLs

Word Sift: Content Area Words – Social Studies



Vocabulary: Additional Support for ELLs

Word Sift: Visual Thesaurus

Search for a word in the Visual Thesaurus®

[Search History](#) [Random Word](#) [Language:English](#)



Vocabulary: Additional Support for ELLs

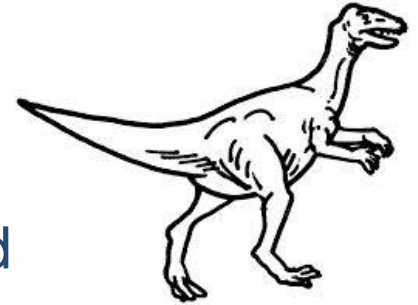
Select Vocabulary: Conceptual Complexity

- Words that are conceptually complex are more difficult to acquire.
- Conceptually complex words may require more intensive instruction.
- Conceptual complexity:
 - Imageability
 - Concreteness
 - Relatedness

Vocabulary Selection: Conceptual Complexity

Imageability

- A word is *easily imageable* if little effort is required to form an image of it in your mind.
- If you wanted to draw a picture of the word, how much context would be required? A word that could be drawn without context is *easily imageable*.
 - Easily imageable words: dinosaur, pencil, rain
 - Somewhat imageable words: prevent, abandoned
 - Not imageable words: spirit, promise, merely



Vocabulary Selection: Conceptual Complexity

Concreteness

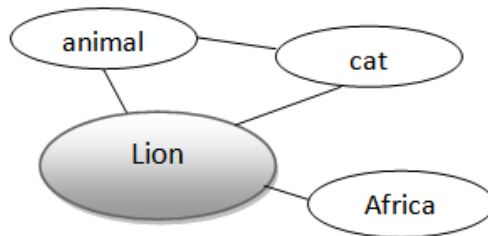
- A word is *concrete* (tangible) if its referent can be easily perceived through the senses.
- How easily can you feel, smell, see, hear, or taste a referent of the word?
 - Very concrete words: eggs, throne, pencil, run
 - Somewhat abstract words: expensive, peered
 - Very abstract words: era, indeed



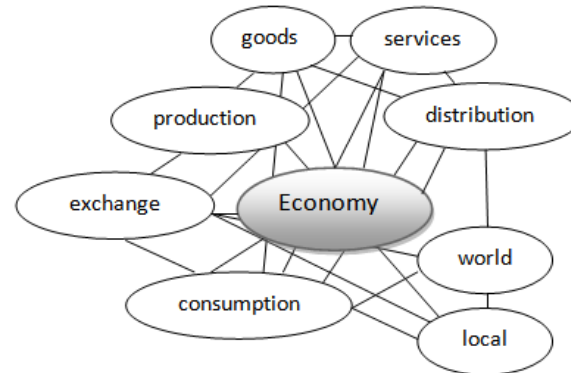
Vocabulary Selection: Conceptual Complexity

Relatedness

- The degree to which understanding the word requires an understanding of related concepts is *relatedness*.
- Words that have dense networks of other related concepts have high relatedness.



Low relatedness



High relatedness

Vocabulary Selection: Conceptual Complexity

Teacher-Directed Instruction

- Use extended instruction to teach conceptually complex words.
 - Illustrate the word and explain how the illustration exemplifies its meaning.
 - Define the word and provide the home-language definition / cognate status.
 - Provide the sentence from the text in which the word appears.
 - Partner talk in response to a question that is engaging.
 - Spell the word and repeat it (for younger students).
- Use embedded instruction for less complex words:
 - Briefly define challenging words as they are encountered during a lesson (e.g. during read-aloud).
 - Use ESOL techniques throughout.

Acquiring Vocabulary

Extended Instruction: Conceptually Complex Words

Students see:

anticipate

anticipar



The boy _____ that it will rain, so he brings an umbrella.

Context: Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers.

Acquiring Vocabulary

The teacher says:

Let's talk about the word *anticipate*.

Look at the picture of the boy. The boy looks out the window and sees rain clouds. He brings an umbrella outside because he *anticipates* or expects that it will rain.

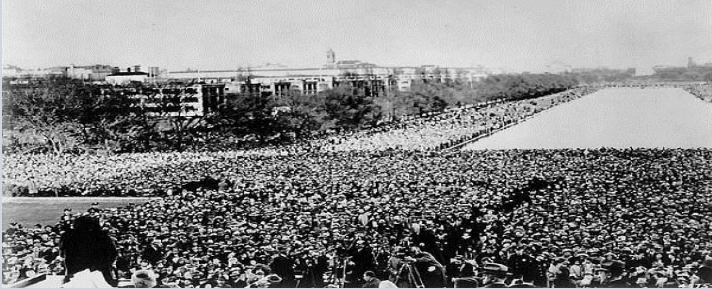
Anticipate means to expect and prepare for something.

Anticipate in Spanish is *anticipar*. *Anticipar* and *anticipate* are cognates. They sound alike, are almost spelled the same way, and share meaning.

In the story, the people who work for the National Park Service *anticipate* or expect that many people will come to the concert.

Partner talk. Tell your partner about a time when you anticipated you would have a good time and you did.

Embedded Instruction: Less Conceptually Complex Words

Word (paragraph 1)	ESOL Technique
threatening	define in situ <i>“Threatening weather means it looks like it’s going to be bad weather.”</i>
assemble	define in situ <i>“Assemble means to gather or come together.”</i>
jammed	show the picture in the book of the crowd 

Acquiring Vocabulary

Student-Directed Learning: Strategies and Dictionaries

- Cognates, context clues, morphology, and so on
- Dictionaries and digital resources
 - Online:
 - English: wordsmyth.net
 - spanish.dictionary.com
 - Smartphone apps:
 - English: SnaPanda (Android)
 - English: Dictionary! (Android & iPhone)
 - Free Spanish-English Dictionary + (iPhone)
 - English-Spanish Dictionary (Android)



Acquiring Vocabulary

Student Directed Learning: Glossaries

You will use this glossary to help you learn words as you read the text. Rewrite each word. Mark if the word is a cognate. After you have completed the reading, write an example phrase for each word.

Vocabulary Chart					
Word Translation	Re-write the Word	English Definition	Example From Text	Phrase	Is it a cognate?
animated <i>animado</i>		full of excitement	People arrived in large <u>animated</u> groups.	<i>We were happy and animated before the big game.</i>	yes
anticipate <i>anticipar</i>		expect and prepare, or get ready for something	<u>Anticipating</u> a huge turnout, the National Park Service had enlisted the help of five hundred police officers.		
arrival <i>llegada</i>		person who has come to a certain place	The earliest <u>arrivals</u> found places close to the steps of the monument.		
arrive <i>llegar</i>		come to or reach a certain place	People <u>arrived</u> singly and in pairs.		

Acquiring Vocabulary

1. In your handout, **page 6**, refer to the excerpt from ***The Voice That Challenged a Nation.***
2. Use the following resources to identify words for vocabulary instruction:
 - Academic Word List Highlighter (<http://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm>)
 - WordSift (<http://wordsift.com/>)
3. Complete the chart:
 - Identify some words for ***extended vocabulary and embedded instruction.***
 - Identify some words that students might learn using ***student-directed vocabulary learning*** (*think about cognates and context clues*).
4. Be prepared to explain your rationale for word selection and identify some strategies for instruction.

ACTIVITY 2: Acquiring Vocabulary

Teacher Directed		Student Directed	
Extended Instruction	Embedded Instruction	Word Learning Strategies	
controversy*	applauded appreciative denied* right finest permitted appear ban set the stage civil* influential political figures appropriate* barred	<u>Cognates</u> Europe president audiences concerts auditorium revolution organization patriotic historic scenes space	<u>Context</u> welcomed performed angry open-air

EXAMPLE: Acquiring Vocabulary



READING FOR KEY IDEAS AND DETAILS

Anchor Standards

R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Also incorporate Language and Speaking and Listening standards.

Reading for Key Ideas and Details

Engage Students in Multiple Readings

Reading for Key Ideas and Details

- Teacher Read Aloud: The teacher reads the text aloud to demonstrate native speaker fluency.
- First Close Read: Students read the text in pairs or groups and answer questions focused on key ideas and details and vocabulary.

Annotating for Key Ideas and Details

- Annotation: Students reread the text and note vocabulary and details that they do not yet understand.

Revisiting for Craft and Structure

- Second Close Read: Students read the text in pairs or groups and answer questions focused on craft and structure.

Reading for Key Ideas and Details

Ask Standards-Aligned Guiding Questions

- Ask guiding question for portions of the text that introduce a main idea.

Cluster	Standard	Generic Stem	Main Idea	Question
Key Ideas and Details	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3)	<ul style="list-style-type: none">• How was [individual/event/idea] introduced and portrayed in the text?• How did the [individual/event/idea] relate to [individual/event/idea]?	Despite cold and threatening weather, a large crowd assembled. [paragraphs 1–2]	Describe the scene as people arrived.

Reading for Key Ideas and Details

Ask Standards-Aligned Guiding Questions

- Ask a guiding question for portions of the text that introduce a main idea.

Cluster	Standard	Generic Stem	Main Idea	Question
Key Ideas and Details	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (RI.8.2)	<ul style="list-style-type: none">• What is the central idea of the text?• What details illustrate this?• Summarize the text without including any personal opinions or judgments.	A large crowd had come to hear a great voice of the time and show support for racial justice. [<i>paragraph 3</i>]	Why had so many people come to the concert?

Reading for Key Ideas and Details

Ask Standards-Aligned Guiding Questions

Cluster	Standard	Generic Stem	Main Idea	Guiding Question
Key Ideas and Details	RI.8.2	<ul style="list-style-type: none"> • What is the central idea of the text? • What details illustrate this? • Summarize the text without including any personal opinions or judgments. 	News of the DAR's ban set the stage for a historic event in the struggle for civil rights. [paragraph 5]	Describe what happened following news of the ban.
Key Ideas and Details	RI.8.3	<ul style="list-style-type: none"> • How was [individual/event/idea] introduced and portrayed in the text? • How did the [individual/event/idea] relate to the [individual/idea/event]? 	Marian Anderson was a famous singer who had been applauded by famous people. [paragraph 4]	Who was Marian Anderson? What were her accomplishments?

Reading for Key Ideas and Details

Ask Standards-Aligned Supplementary Questions

- ELLs may need additional, supplementary questions to help them answer guiding questions.
- Supplementary questions can inquire about word meanings as well as larger sections of text.
- Sequence supplementary questions to support ELLs' understanding of the main idea.
- Make it easier for ELLs to answer supplementary questions:
 - Define key words prior to asking the question.
 - Restate phrases or sentences that will help ELLs answer the question.
- Note that supplementary questions are text-dependent!

Reading for Key Ideas and Details

Ask Standards-Aligned Supplementary Questions

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

Guiding Question: Describe the scene as people began to arrive.

Text Dependent	Sequence to Support Understanding	Inquire about word meanings	Which words describe the weather? What do they mean?
		Inquire about word meanings	It says that people arrived despite the threatening weather. What does despite mean? What does this sentence mean?
		Restate phrases or sentences	It says people arrived in large animated groups. What does <i>animated</i> mean? How did people arrive?
		Define key words prior to asking the question	Remember the Mall is a national park. Which words describe the streets leading to the Mall?
		Sequence to Support Meaning	See above four questions that develop meaning sequentially

1. Turn to **pages 7-9** of your handout for activity and sentence stems
2. Choose or create a guiding question.
3. Work with a partner to create text-dependent supplementary questions for the guiding question you choose.
4. Ensure that the questions are
 - Aligned to a reading standard
 - Text dependent
 - Sequenced to support understanding
5. Consider incorporating strategies to make it easier for ELLs to answer your questions.
6. Share questions and comments with the group.

ACTIVITY 3: Reading for Key Ideas and Details

Marian Anderson had been applauded by many of the crowned heads of Europe. She had been welcomed at the White House, where she sang for the president and first lady, Franklin and Eleanor Roosevelt. She had performed before appreciative audiences in concert halls across the United States.

		Reading standard?	Text focus?
Guiding Question	Who was Marian Anderson? What were her accomplishments?	8.3	yes
Supplementary Question 1	<i>Applaud</i> means to cheer for someone. Who applauded Marian Anderson?	8.2	yes
Supplementary Question 2	Who did Marian Anderson sing for in the White House?	8.2	yes
Supplementary Question 3	What kinds of audiences did she sing before?	8.2	yes

EXAMPLE: Reading for Key Ideas and Details

Scaffold Questions at Different Levels of Proficiency

- ELLs may need instruction that helps them understand the task demands of certain question types.
- ELLs with lower levels of proficiency may also need sentence starters, sentence frames, and/or word banks to help them answer all questions.
 - Omitted words in sentence frames should be the words that are central to the question.
- The level of scaffolding can and should be adjusted depending on an ELL's level of English proficiency.
 - Emergent level proficiency: Sentence frames and word banks
 - Intermediate level proficiency: Sentence starters
 - Advanced level proficiency: Word banks

Reading for Key Ideas and Details

Scaffold Questions at Different Levels of Proficiency

Emergent

cold	did not	thousands
despite	jammed	threatening

1. Which words describe the weather?

The words cold and threatening describe the weather.

2. Did the weather prevent people from assembling? How do you know?

The weather did not prevent people from assembling. I know this because the author uses the word despite.

3. Which words describe the streets leading to the Mall?

The words jammed with thousands of people describe the streets leading to the Mall.

Reading for Key Ideas and Details

Scaffold Questions at Different Levels of Proficiency

Intermediate

1. Which words describe the weather?

The words _____ *describe* _____.

2. Did the weather prevent people from assembling? How do you know?

The weather _____.

I know this because _____.

3. Which words describe the streets leading to the Mall?

The words _____ *describe* _____.

Reading for Key Ideas and Details

Scaffold Questions at Different Levels of Proficiency

Advanced

cold	did not	thousands
despite	jammed	threatening

1. Which words describe the weather?

_____.

2. Did the weather prevent people from assembling? How do you know?

_____.

_____.

3. Which words describe the streets leading to the Mall?

_____.

Reading for Key Ideas and Details

1. Turn to **page 10** of your handout.
2. Work with your partner to create Emergent level scaffolding (that is, sentence frames and a word bank) for each of your supplementary questions from **Activity 3**.
3. Discuss with your group how you would modify the scaffolding for Intermediate and Advanced level ELLs.

ACTIVITY 4: Reading for Key Ideas and Details

appreciative

first lady

United States

crowned heads

president

Who applauded Marian Anderson?

She was applauded by the crowned heads, or kings and queens of Europe.

Who did Marian Anderson sing for in the White House?

Marian Anderson sang for the president and first lady.

What kinds of audiences did she sing before?

She sang before appreciative audiences across the United States.

EXAMPLE: Reading for Key Ideas and Details



Questions and Discussion

Diane August, PhD
daugust@air.org

1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
202-403-5000
TTY: 877-334-3499
ELLCenter@air.org
www.air.org

This presentation was prepared under Contract ED-IES-12-C-0012 by Regional Educational Laboratory Southwest administered by SEDL. The content of the presentation does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Center for **ENGLISH**
LANGUAGE Learners

at American Institutes for Research ■